

How to Improve School Based Teacher Education by Focusing on the Teaching Triad?



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University College Leuven - Limburg
Toon Dehandschutter, Hilde Bogaerts



Teacher Education Research group

Bachelor degree in
pre-primary
education

Bachelor degree in
primary education

Bachelor degree in
secondary
education

Advanced Bachelor
degree in special
needs education

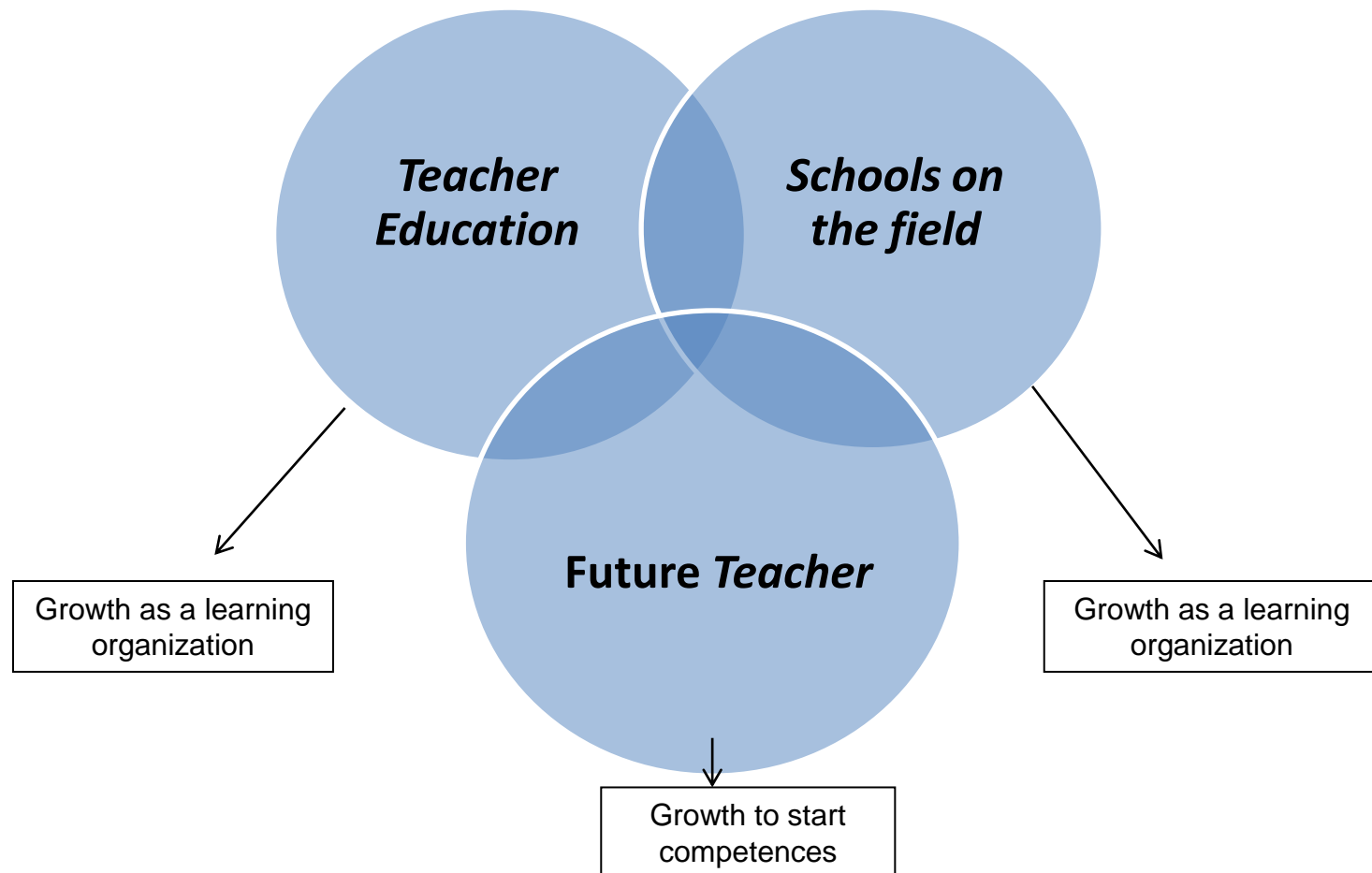


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How to Improve School Based Teacher Education by Focusing on the Teaching Triad?



Research design

Different kinds of Research

Literature review

In depth interviews with stakeholders

Focus interviews with stakeholders

Pilots in different programmes of teacher education

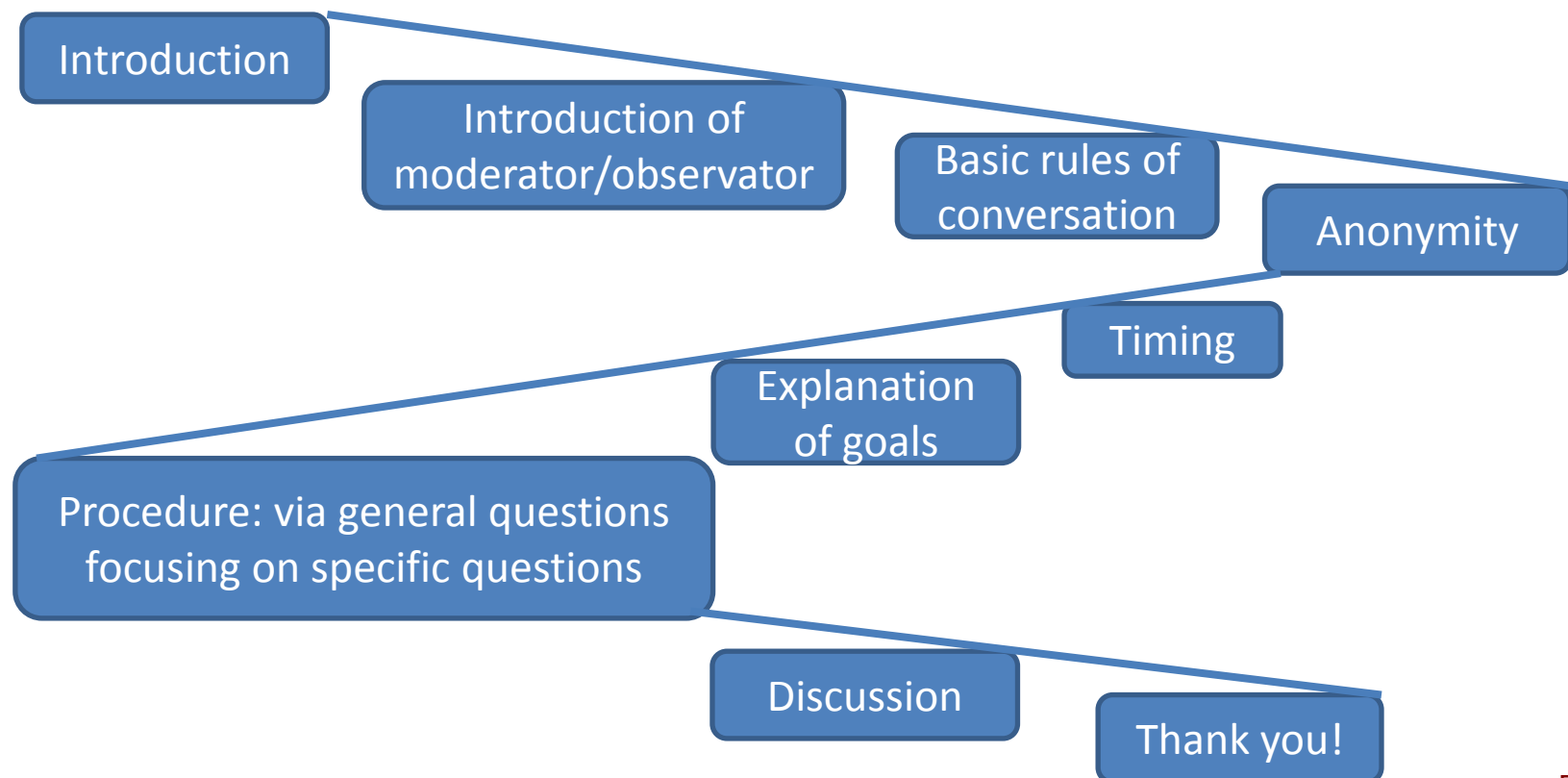
Results

- Framework for school based teacher education
- Advices for staff and colleagues
- Starting-point for pilots, e.g. trialogue, innovative structures
- Inspirational guide for policymakers, teacher training, schools, ...



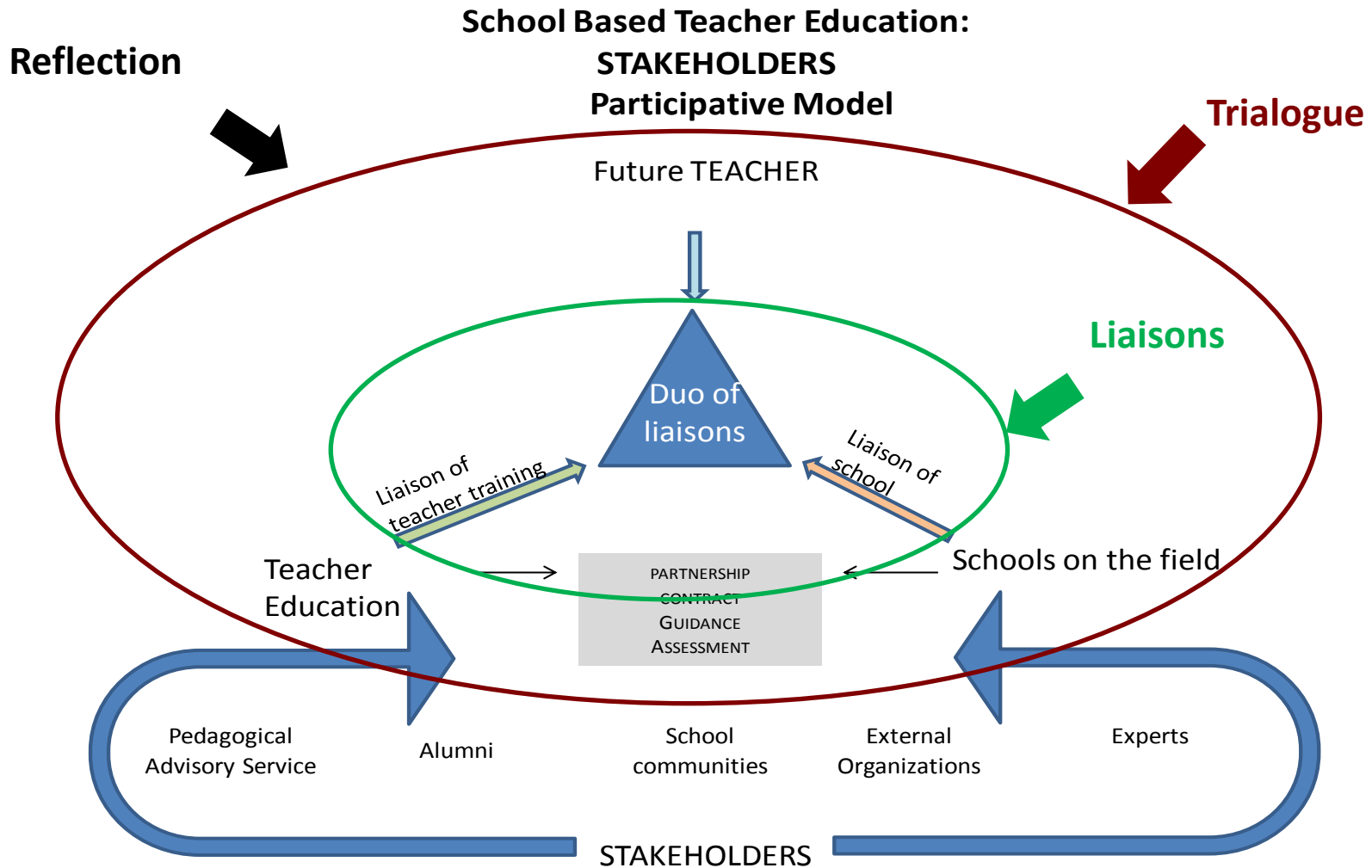
Research Methods Focus interview/in depth interview

- Qualitative research guidelines



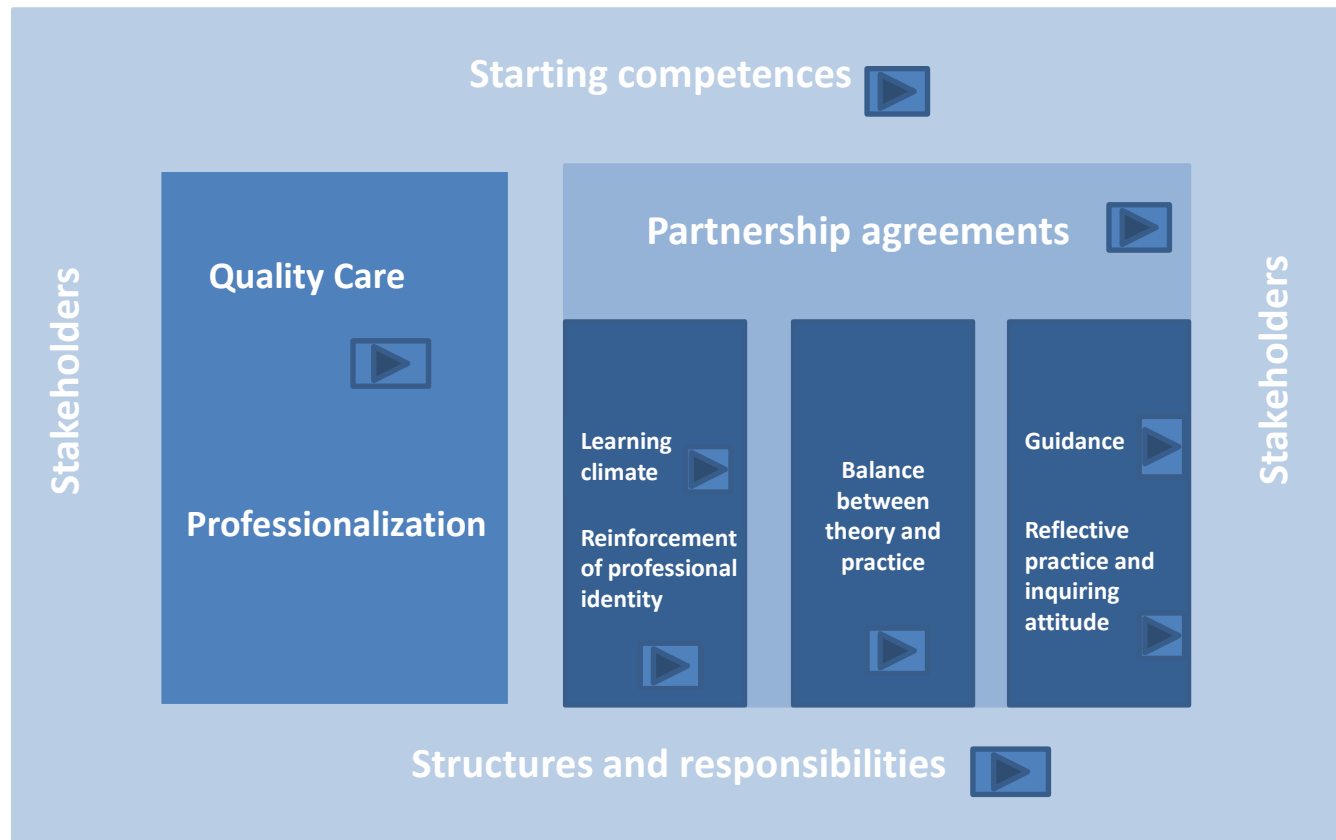


Pilots





Components of School Based Teacher Education





Structures and Responsibilities

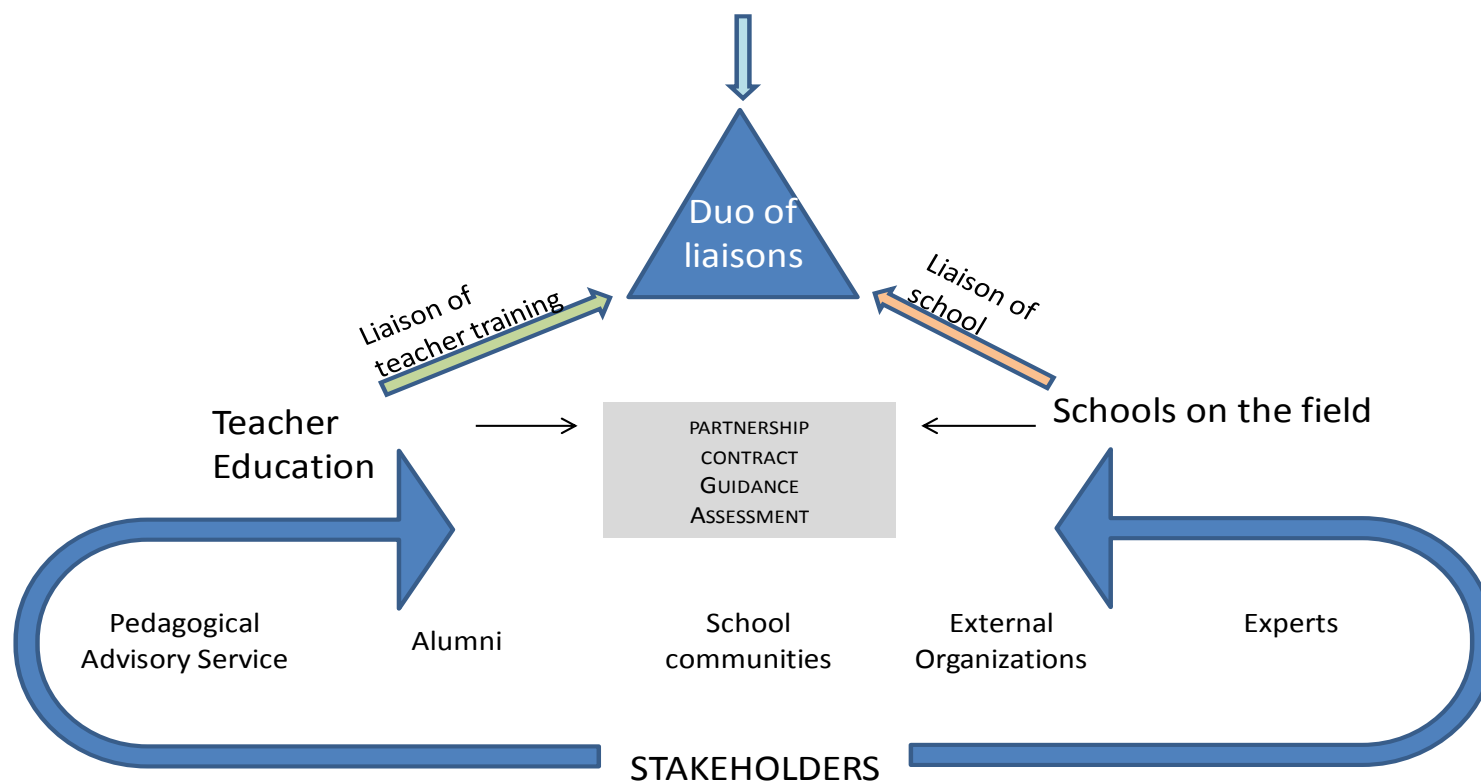
The importance of communication in and between schools and teacher education

Searching for win-win situations for all partners



School Based Teacher Education: STAKEHOLDERS Participative Model

Future TEACHER





Schools state that teacher education has more benefits in the story of school based teacher education. How may we create more win-win situations for schools on the field?

Is it possible that schools, teacher education and future teachers are equal partners to become a full partnership?

How can we organize school based teacher education without government support?



Guidance

Dialogue to
strengthen
meaningful
learning

- Intake
- Reflection tool during workplacement
- Evaluation tool during workplacement and afterwards

Increase of
empowerment of
student teachers

- Self-management

Coaching

- Questioning within the dialogue
- Specific methods for dialogue



What level of involvement is necessary from all partners when we talk about guidance and assessment?





Reflective practice and inquiring attitude

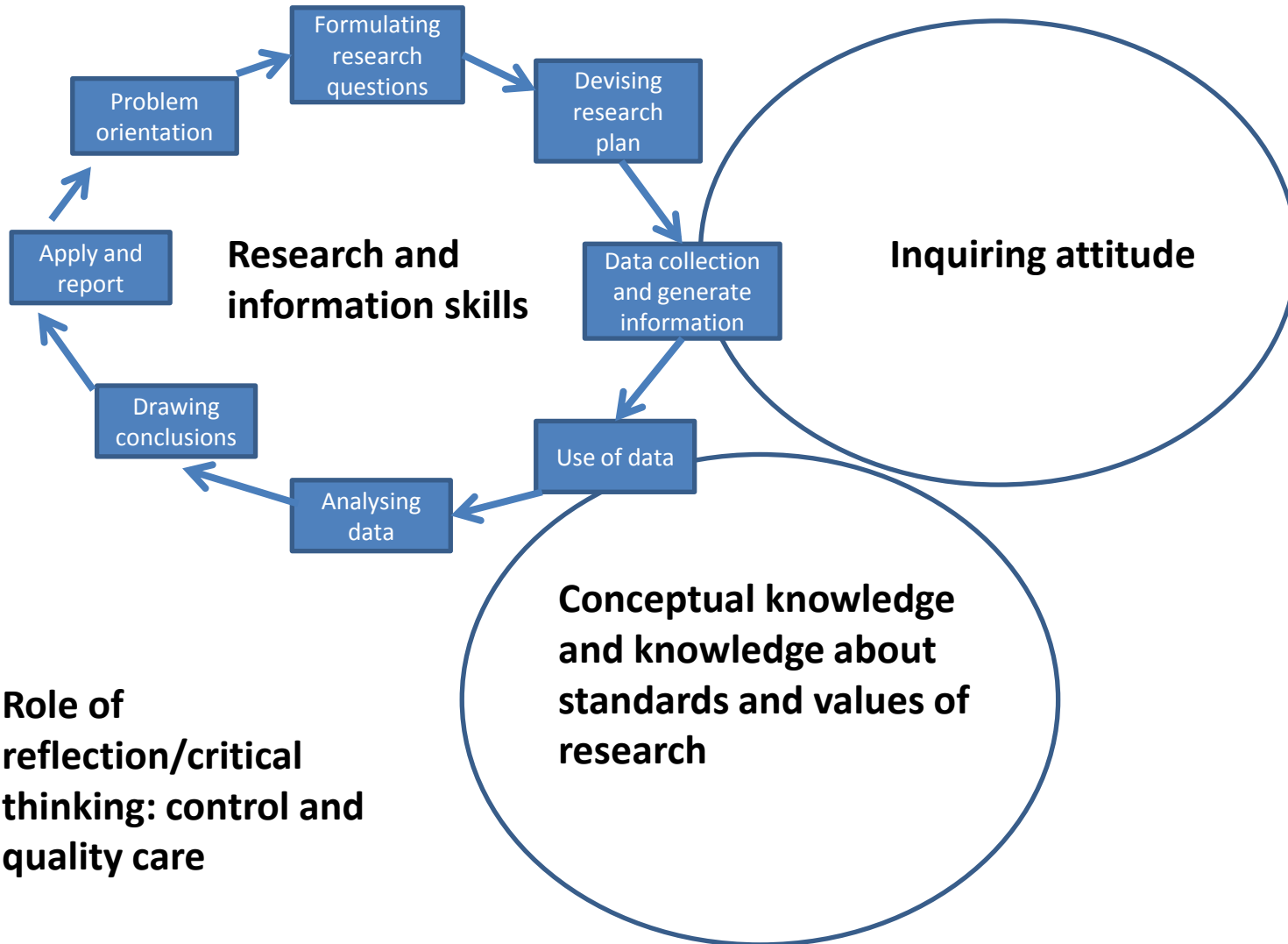
Coaching within the triad

Reflection in
action

Increasing
self-
management
of student
teachers

Action
research
(win for all
partners)

Research cycle





How can we increase the importance of action research in schools?

How can we increase the importance of research to improve learning of pupils in schools on the field?





Partnership agreements

Organizational and
also substantive
alignment

Different levels of
engagement and
cooperation are
possible



How can we reinforce communication with schools and increase their engagement?



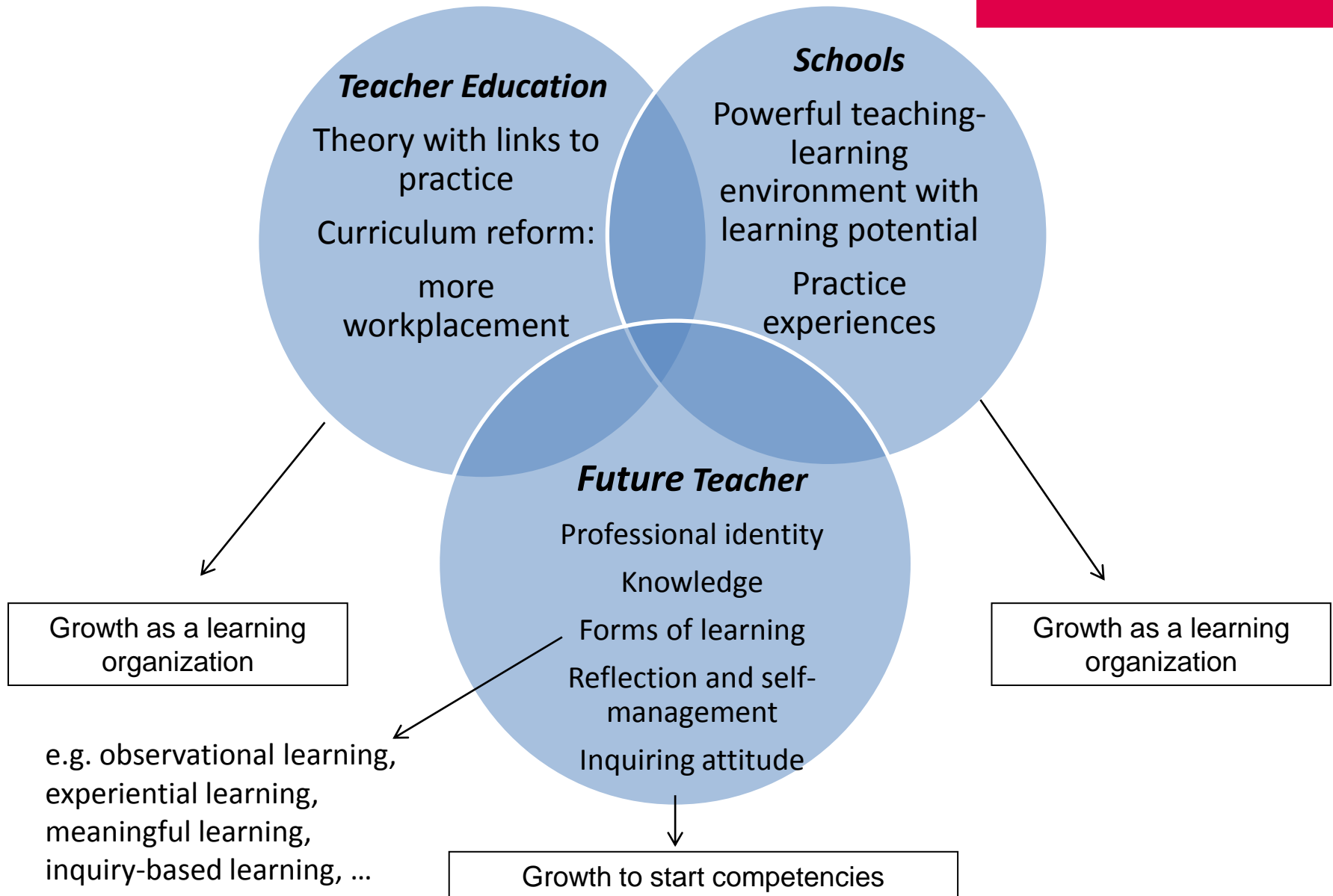
Starting competences

Same framework for all
partners: the
professional profile

Shared responsibility of
all partners to educate
good student teachers
within the expectations
of society



Balance between theory and practice



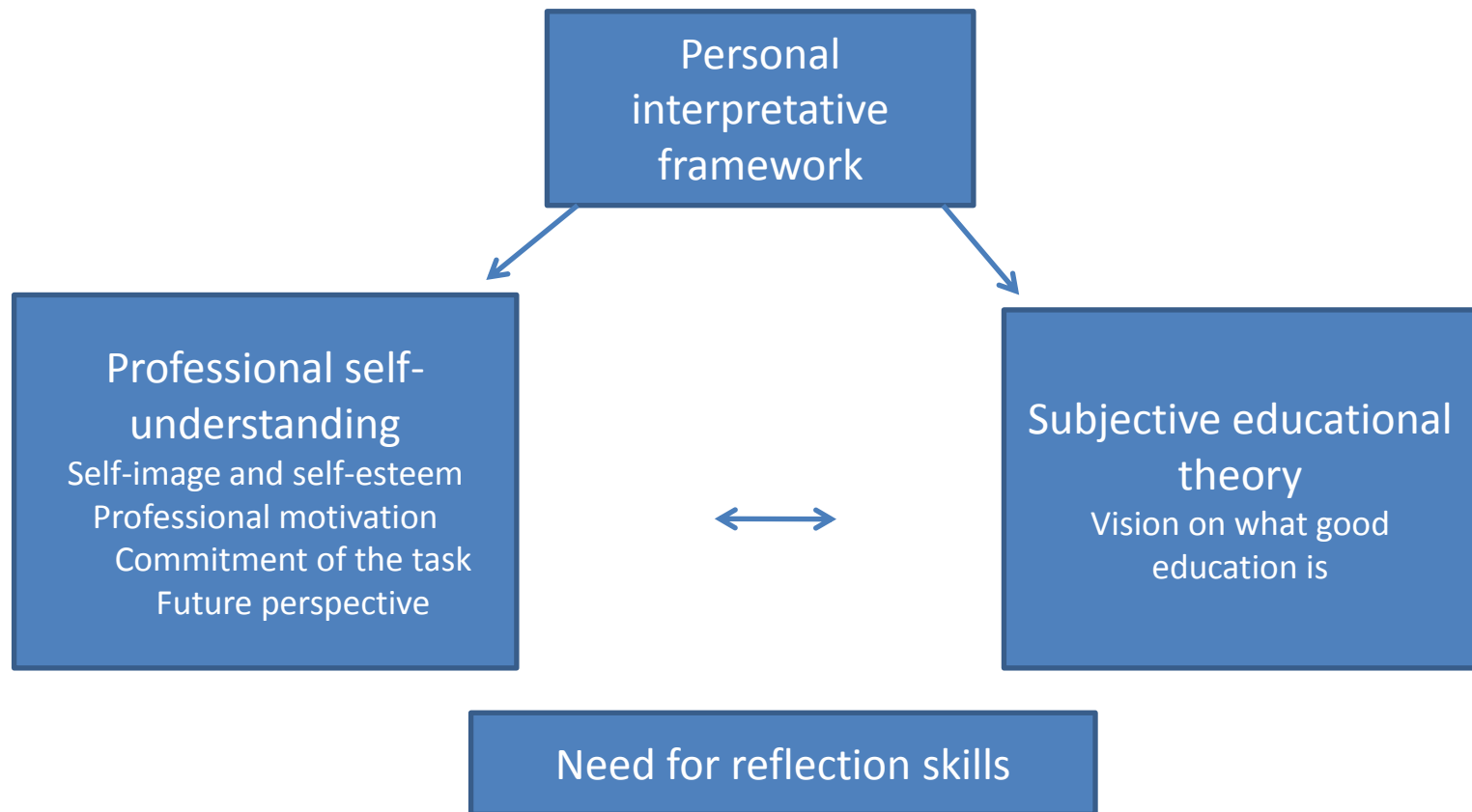


How do theory and practice relate to become a high-quality education for future teachers?





Improvement of professional identity





What is an optimal evolution to reinforce professional identities for students?





A positive learning climate as a condition for school based teacher education

Openness Importance of positive feedback
Diversity Authenticity Faith
Motivational learning environment
Respect Safety





Professionalization and Quality Care

shared professionalization with stakeholders on all levels

professional learning communities within a professional learning culture, lifelong learning

guidance of starting teachers is a common responsibility

to improve the learning processes and learning outcomes of pupils

shared vision on competences





Questions?